

# Medical Assisting 1st Quarter Program Effectiveness Plan

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Medical Assisting is one of the nation's fastest growing careers based on projections published by the US Bureau of Labor Statistics. Increased complexities within the medical field, changes in health care standards and current economic conditions have all contributed to the growing need for trained health care professionals. The Medical Assisting program introduces students to anatomy and physiology of body systems, medical terminology, and required clinical and administrative skills needed to seek an entry-level Medical Assistant position. Students will engage in "hands on" training in clinical and administrative procedures such as injections, venipuncture, telephone techniques, filing and preparation of medical records.

The purpose of this analysis is to review the effectiveness of the Campus's practices programmatically. Quarterly analysis allows the Program to make necessary adjustments in the hopes of reaching—and possibly exceeding—the various goals set by the Campus Effectiveness Committee for the fiscal year. Reaching these goals helps ensure that the Program is effectively educating its students.

This document will analyze the following elements:

- Student Retention Rates
- Graduate Placement Rates
- Student Learning Outcomes
- Student Satisfaction
- Graduate Satisfaction
- Employer Satisfaction
- Graduation Rates

# Medical Assisting 1st Quarter Program Effectiveness Plan

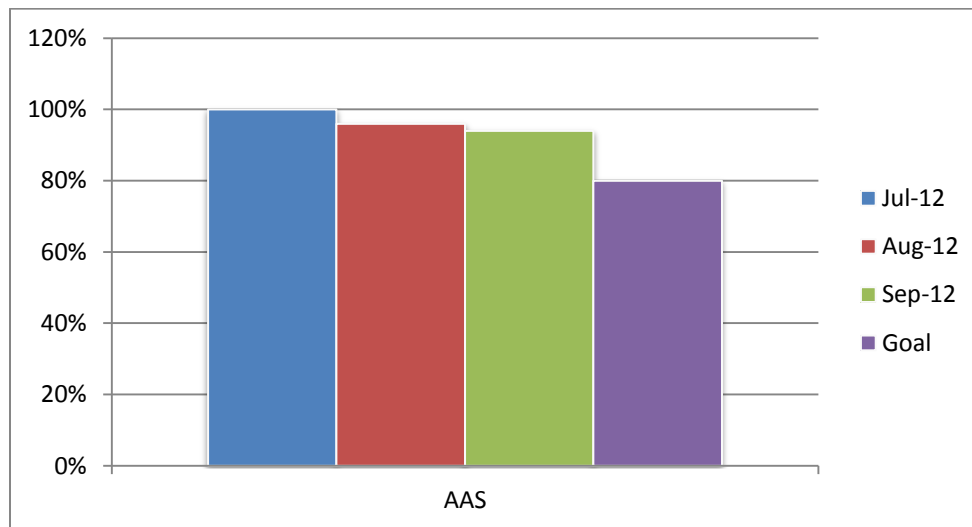
## **Student Retention**

Student retention is an inherent concern of all faculty and staff members while carrying out the daily activities of the Program. It is the Program's goal to foster student success and facilitate student program completion.

Retention activities can be broadly defined as efforts or practical applications that are motivated by the desire to benefit students. As a result of that benefit, we ensure that students remain in their educational programs through graduation.

This outcome is monitored consistently by the Director of Education and the Program Head and is periodically presented to the faculty and staff during all-school meetings.

	July 2012	August 2012	September 2012
AAS	100%	96%	94%



## **Findings:**

Student retention for FY 2012 was 89.47% for the diploma program. For the associate of applied science degree program, retention was 64.81%. The internal goal for each program is 80%. The degree students were below this benchmark for the past fiscal year. The Program experienced a high number of drops, particularly in relation to the general education courses. The Program's retention has dropped during the first quarter, due to an increase in drops from the Program. However, new enrollments in the program continue to increase. In addition, the Program continues to remain above the accreditation minimum threshold requirements and above the internal benchmark. Identifying scheduling conflicts with the general education courses and addressing instructor availability should increase student satisfaction in the program and thus improve overall retention.

## **Actions:**

# Medical Assisting 1st Quarter Program Effectiveness Plan

The Program will continue to employ the following actions:

- Call students who miss class. The instructor will document communication with the student in Moodle. Faculty members will continue to contact students who are absent on a daily basis.
- The Program Head makes herself available to students for counsel and motivates the students while monitoring constant communication.
- The Program Head meets with new incoming students with a meet and greet during new student orientation to answer any questions and welcome students to the program.
- Offer general education classes and have instructors available as needed so students do not need to audit.
- Increase student activities to keep interest and involvement.
- Recognize academic achievement on a monthly basis.
- Conduct quarterly product knowledge with the admissions team.

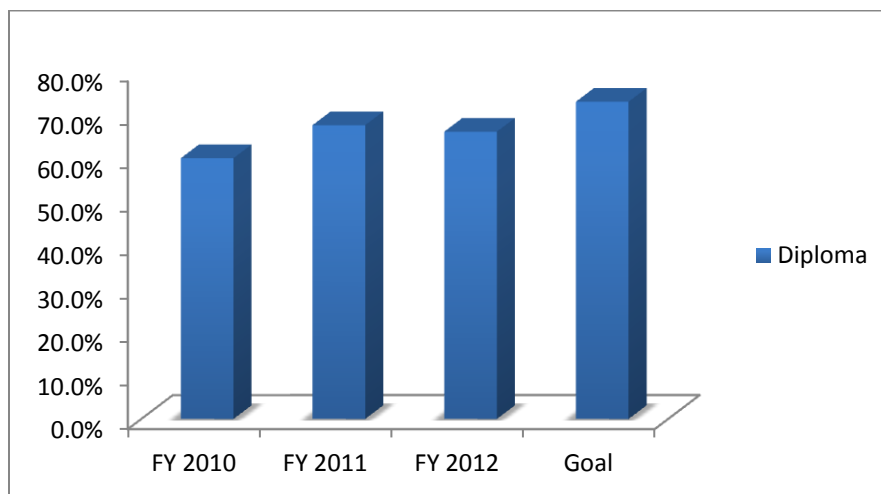
The Program fully understands that there are cases when the drop cannot be avoided (i.e. medical reasons), but faculty and staff will continue to offer students alternative solutions to halting their education (i.e. creating action plans, assisting with finding resources, etc.).

## **Graduate Placement Rates**

Career planning and placement is an on-going process beginning with the admissions process and continuing through graduation and the employment of the graduate. Everyone in the school is invested in the ultimate goal of placing the graduates in jobs in their respective fields of study.

The Program Head and the Career Center monitor this outcome and periodically present it to the faculty and staff during an all-school meeting.

	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>Goal</b>
<b>Diploma</b>	60.0%	67.6%	66.1%	73%



# Medical Assisting 1st Quarter Program Effectiveness Plan

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## **Findings:**

Medical assisting is doing well right now compared with the overall school placement rate and potential is strong due to the growing health care field. While the placement is currently below the benchmark for the year, the Career Center continues to work on placing graduates in the field to improve this rate. The future of medical assisting is growing and we should continue to do well. At this time, no students from the Associate of Applied Science program are eligible for graduation, so placement efforts focus on those students who completed the MA diploma program.

## **Actions:**

In order to ensure placement of its graduates in the upcoming year the Program will continue to employ the following actions:

- The Program Head will continue to help career advisors with placement.
- We hope to increase our externship to placement conversion ratio.
- We will be continuing to develop more placement sites. The Program Head is in communication with interested sites to keep them informed of when (estimated March 2013) externs will be available.
- The Career Center makes visits to classrooms to educate students on professionalism and career preparation.
- Instructors lead by example.
- To help raise the placement rate, we have career fairs and websites for graduates.
- We help graduates with soft skills, resumes and cover letters, and interview skills.
- We strive to provide our site with confident externs and graduates.
- The Program Head will continue to communicate with potential externship sites about availability of externs and offer graduates when available to meet the site's need.

In addition to the aforementioned actions, the program will focus on developing relationships with more externships sites, preferably those that are in the process of hiring, to increase the conversion rates.

## **Student Learning Outcomes**

### **A. Credentialing Examination Rates**

The American Medical Technologist exam is a national certification test used to both register and certify our Medical Assistants. The passing rate for July to September will not be determined as no students have taken the exam in this time frame. With the transition to the Associate of Applied Science credential, students will not be eligible to graduate from this program until spring 2013. Although the certification is not required to be hired, certification is becoming a tool that gives our graduates a greater advantage at getting placements.

# Medical Assisting 1st Quarter Program Effectiveness Plan

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## **B. Program Assessment/Comprehensive Exams**

The students are put through a senior sign-off consisting of a filing exercise, scheduling exercise, pharmacy calculations, typing skills, and a 30-minute timed exercise in which the student has to perform a venipuncture, butterfly, capillary, four injections, an EKG, urinalysis, vitals, chief complaint, and chart all information. This helps ensure that the student has acquired all skills needed to become confident and competent in the field before moving to extern.

### **Actions:**

In order to continue the positive trend, the Program Head and instructors will continue to follow the current processes to prepare students. The instructors will continue to put students through their senior sign-off with accuracy to ensure preparedness before entering the field.

## **C. Extern Evaluations**

Extern evaluations are conducted during a student's externship period. During this time, the Extern Coordinator or Program Head visits the site and conducts a review of the student's performance. This information is included in the extern file, and the evaluations are utilized not only to determine the student's progress, but, when analyzed as a whole, the areas of strength and weakness in the Program itself. Currently, the Program has no students on externship. When students move to externship in the spring, the Program will continue extern evaluations, observe the student on site, and visit with the preceptor.

## **Student Satisfaction**

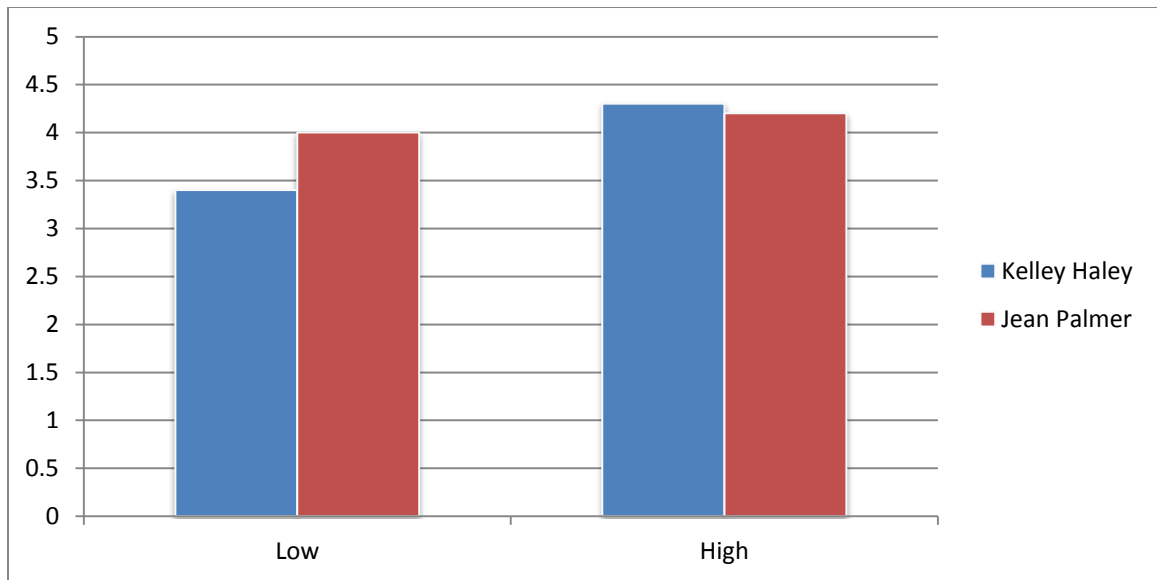
Student satisfaction surveys are performed monthly. The students are asked to evaluate the instructor. The instructor is rated on a scale of 1 to 5, with 5 being excellent and 1 being poor. There is also a section for comments. The students are asked to be honest, and it is not necessary to report their names. The instructor is rated on the course, instruction, and student relations through the following questions:

- The course syllabus was distributed to student and explained clearly.
- Exams or quizzes were relevant to the subject matter.
- The instructor was prepared and well-organized.
- The instructor made good use of classroom time.
- The instructor demonstrated knowledge of the subject matter.
- The instructor explained complex topics in understandable terms.
- The instructor used examples to get his/her point across.
- The instructor created an interactive and engaging classroom experience.
- The instructor demonstrated control of the classroom discussions and activities.

## Medical Assisting 1st Quarter Program Effectiveness Plan

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- The instructor used relevant, real world examples to connect the subject matter to the career field.
- The instructor was responsive to student questions.
- The instructor provided regular feedback o students on how to improve.
- The instructor returned graded work in a timely manner.
- The instructor encouraged students to ask questions and express ideas.
- The instructor displayed self-confidence in the classroom.
- The instructor showed respect for the students.
- The instructor was fair and impartial in dealing with me.
- The instructor demonstrated interest in me as a student.
- The instructor stimulated my desire to learn.



### Findings:

Some of the students were dissatisfied with Kelley Haley. They thought that she was nice, but disorganized in her presentation of the material. In addition, some of the MA students were concerned with favoritism in the classroom. Overall, the MA students had few comments regarding their instructors.

### Actions:

- Inform instructors of results to help them improve their teaching style.
- To improve on student satisfaction, instructors will receive organizational and classroom management training.
- We need to do monthly surveys to get better control on the student's feedback as to their instructor.

### Graduate Satisfaction

## Medical Assisting 1st Quarter Program Effectiveness Plan

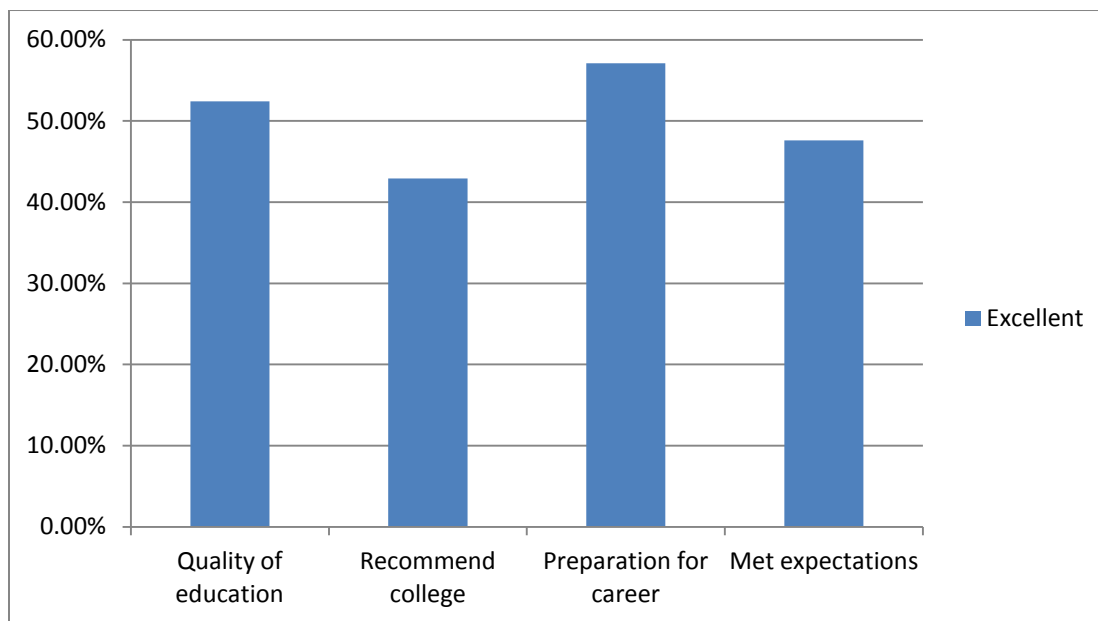
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A student's satisfaction and sense of accomplishment upon earning their degree or diploma is the product of all of the Program's efforts. Graduates complete the Graduate Satisfaction Survey after finishing their program of study. These surveys are used as a means of identifying the graduate's satisfaction. The content of the survey covers whether the student is satisfied with their education, as well as their satisfaction level with the various departments of the school.

The first portion of the survey evaluates satisfaction level with the program/school through the following questions:

- I was satisfied with the quality of education from this college.
- I would recommend this college to my friends and family.
- The college has helped me to prepare for my future career.
- The college has met my expectations.

The second portion of the survey rates the front/reception area, admissions, financial aid, business office, educational administration, faculty/teachers, career services, library, facilities/classrooms, and equipment.



### Survey Participation Rate:

The Program had seven graduates participate in the survey during the first quarter.

### Findings:

Overall, the Program's graduates are satisfied with their program. The majority of graduates found their educational experience to be excellent. In addition, most graduates rated the school departments overall as either excellent or very good. One of the students commented that the school provided an excellent learning environment and instructors.

# Medical Assisting 1st Quarter Program Effectiveness Plan

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## **Actions:**

In order to continue to evaluate graduate feedback that will allow us to assess the satisfaction level of the graduate, the school will:

- The Program Chair or Extern Coordinator will go back to the extern site when an extern is hired on site 60 days later and get a graduate survey completed by the graduate.

## **Employer Satisfaction Surveys**

Employer satisfaction is a key component in measuring placement percentages. An Employer Survey is sent to all employers after a graduate has been on site for a period of a few weeks. The purpose of this survey is to discover how the facility feels the graduate has been prepared for the workforce. The goal for effectively training and positively empowering students toward successful career placement is one of the foundational benchmarks targeted by Anthem College. Each month an employer who has employed a graduate during that month will receive a follow-up phone call to ensure the graduate's skill and knowledge level is appropriate for the workplace.

The employer rates the graduate in the following areas:

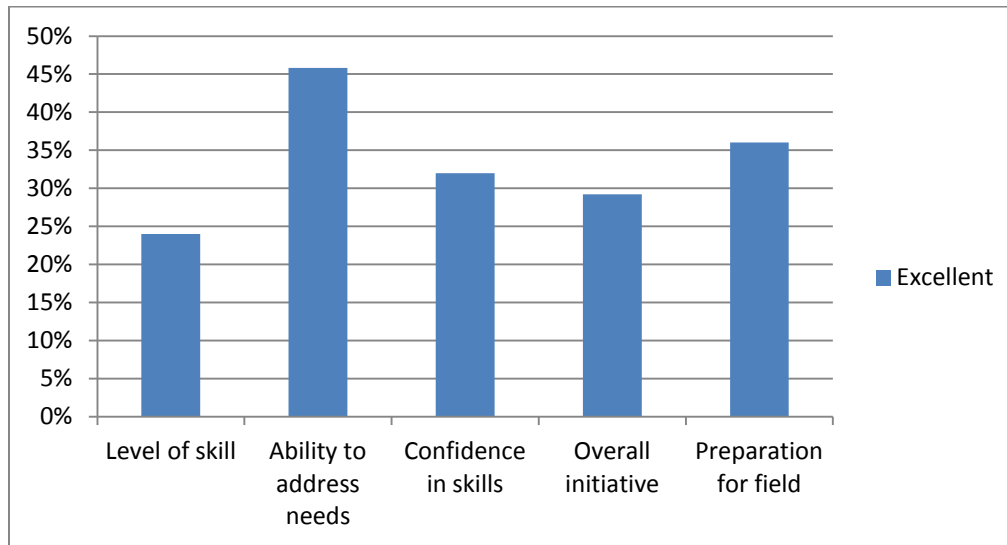
- Level of skill demonstrated in areas related to academic preparation
- Ability to address customer/patient needs appropriately
- Confidence in job-related skills
- Overall initiative
- Preparation for an entry-level position in the field

Employer satisfaction is important in order to offer our students opportunities within the community on a continuous basis. Ongoing surveys and evaluation of employer can address issues.



## Medical Assisting 1st Quarter Program Effectiveness Plan

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### **Survey Participation Rates:**

The Program has a goal of 100% survey participation. For the first quarter, 7 MA employers participated in the survey.

### **Findings:**

Overall, the Program's employers are satisfied with their graduates. The majority of employers found that their graduates had suitable skill levels; however, there were more responses of "fair" students. The comments regarding MA graduates were mixed. Some employers noted that they were pleased with their graduates, and that they were quick learners. However, other employers noted that their graduates had attendance issues.

### **Actions:**

In order to continue to evaluate employer feedback that will allow us to assess the satisfaction level of the employers, the school will:

- To increase the number of employer surveys returned, the Extern Coordinator and Program Head will take surveys to sites during site visits.

### **Faculty Professional Growth and In-Service Activities**

Each faculty member has a Faculty Development Plan that outlines development activities that are scheduled to be completed during the course of a year. The activities—which include in-services, continuing education activities and instructional development activities—promote continuous instructional growth and leadership development.

The development plans and evidence of completion of the activities listed on the plan can be found in each faculty member's faculty personnel file.

# Medical Assisting 1st Quarter Program Effectiveness Plan

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## **Graduation Rates<sup>1</sup>**

An Institution's graduation rate is one of the most important statistics that can be analyzed because it provides hard evidence of the effectiveness of the education provided and of the services that are offered to the students (i.e. counseling, tutoring, etc.). Also, monitoring the number of students who started school compared to the number of students who graduated from a program helps the institution evaluate its programs and uphold its mission.

	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>
MA Diploma	64.50%	72.69%	84.15%

\*Graduation rates are not available for the AAS program, as these students are not yet eligible to graduate from their program.

The goal of the Program is to increase the graduation rate by 3% during FY 2013. With students enrolling in the associate of applied science degree program, we hope to demonstrate that this program is more successful than our diploma program in terms of graduate outcomes.

Graduation rates for the diploma program were strong; however, as no graduates are eligible yet for the associate of applied science degree program, it is difficult to determine the success of the program thus far towards this initiative. Focusing on student learning outcomes and reducing the attrition rate will encourage a strong graduation rate for this program by the end of the fiscal year.

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<sup>1</sup> The rates are calculated by dividing total graduates of the program by the inactive members of the cohort. The cohort's inactive population is found by adding the beginning enrollment, new starts, and reentries, then subtracting the number of students still active in the program at the end of the reporting period.